

Portfolio Specifications

A carefully maintained portfolio allows both you and me to monitor practice, to retrace processes, and to reflect upon decision-making. Spend some time each week keeping your portfolio current and organizing and filing various pieces of your work. I will ask for a bi-weekly audit of the portfolio and your life to assess how the work is going. Please organize the portfolio with dividers that are labeled the following:

- **Logs (L's) are written responses to texts we read and consider in this class.**
 - **Please number and date the logs L1, L2, L3, etc.**
 - Your responses in these log entries will be varied, but each one will *blend in at least one quotation from the reading with correct citation.*
 - You might focus on the way the pieces are crafted: use of detail and metaphor, sentence variety, narrative structure, verb tense, narrator's voice, etc.
 - You might focus on the point of the writer and whether or not you agree with it.
 - You may also respond by making personal connections with the text, comparing and reflecting on your own experience in similar incidents or with similar feelings.
 - **I expect you to log on at least one text you read per week.**
 - These logs should be about 500 words in length.
 - The key is that you are reflecting in writing about what you have read. This is not a formal essay. Let the log take you where it takes you.
 - ****At the end of the log, you must include a word count. **See list of suggestions for strong logs.***
- **Writings (W's) are your writings coming from the experiments presented in class (i.e., free writes, warm-ups, group writings, drafts, essays, poems, etc.).**
 - **Any time you begin a piece of writing, date it and number it W1, W2, etc.**
 - Keep all preliminary work including brainstorming, doodles, and lists.
 - Especially keep multiple drafts of a piece as it grows and changes.
 - Work in any manner that is comfortable for you, but keep a good record of that effort.
- **Reflections (R's) are writings you do in response to questions about how your work is going and about life in general. I will often give you the topic. R's offer you the opportunity to monitor your processes as a writer, reader, and thinker and let me look over your shoulder as you work.**
 - These reflections should be at least 500 words in length. ****At the end of reflection, you must include a word count.***
 - **Audits** are part of the reflection section. They are critical thoughts about your work and writing, accounts of how you plan to pull your pieces together, ruminations about life in general, the beginnings of potential pieces of writing, and Post Product Analyses.
 - *****The audits are a set of questions that you will receive bi-weekly.***
- **Inquiry and Research (IR's): I see this section as being invaluable to your writing. Look around you and when you see something that inspires you, makes you think, makes you angry, write it down or grab it and place it in this section.**
 - **Any time you find something of interest for your writing or other projects, date it and number it.** Think about this space in your portfolio as an archive of sorts for future pieces or pieces you are working on.
 - Consider research documents, websites, a phrase or powerful line from a speech or dialogue, that help you be a writer as well as issues that interest you personally.
 - I will establish deadlines as we progress through each quarter.

I will collect your portfolio periodically to assess your progress.

Checkpoint for Portfolio

Portfolio owner

I evaluated your portfolio using the following criteria. I designed it to give a picture of the way I think your portfolio reflects you as a reader, writer, and thinker at this point in the year. My hope is that you use this checkpoint to reflect on your work in this class. If you have any questions, please do not hesitate to schedule a time to meet with me.

ORGANIZATION AND MARKETING (Portfolio reflects a conscious structure that aids you in working and learning for this class)

1 2 3 4 5 X2 _____

AMOUNT OF WRITING (Drafts, Explorations, Experiments, Free Writes, Warm-ups)

1 2 3 4 5 X4 _____

REFLECTIONS (Reflections demonstrate a habit of thinking deeply, posing questions, following through on those questions, and using your many experiences to learn through writing)

1 2 3 4 5 X3 _____

LOG RESPONSES (Logs exhibit involved explorations of the reading and a concerted effort to connect that reading to your life and practice as writer, reader, thinker)

1 2 3 4 5 X3 _____

INQUIRY AND RESEARCH EFFORT (Work displays active collecting of a variety of potential writing/project ideas)

1 2 3 4 5 X2 _____

QUALITY OF WORK (Work represents careful and thoughtful crafting of writing, a genuine effort to allow the world to influence that work, and an intense collection of stuff)

1 2 3 4 5 X2 _____

TOTAL SCORE _____

COMMENTS: _____

Audit Questions

An **audit** is an opportunity to review what you have done each week. **Audits** - critical thoughts about your work and writing, accounts of how you plan to pull your pieces together, ruminations about life in general, the beginnings of potential pieces of writing, and Post Product Analyses - are just some of the ways we'll use the R's. More often than not, I will be supplying you with your audits bi-weekly (when time permits).

- What's in stock? (Recognize what you have done this week and last in class - good or bad - with your **writing** and *in life*. Reflect.)
- What are some of your future plans with the work in your portfolio? Are you happy with your pieces? Why or why not? Have you considered including pieces that haven't been assigned in class? What's working for you right now? Elaborate on your progression and what things are helping you to grow as a **writer, person, thinker, etc.**
- **How** did you write about the reading that you have done this week? You have written the log, now reflect and synthesize (look at it all and bring it together for conclusions) on your inspiration, struggles, successes, etc.
- **How** did you reflect this week? Where were you? What moved you? What strategies did you use? Did you use any or was this a week of little effort and inspiration. If so, why? (*Take the time to note the moments during your week when you reflect about life, school, your writing, your strengths, your weaknesses, etc.) Where's the struggle?
- **How** can I as your teacher struggle with you (and help you)?

Qualities of a Good Log

A good log...

- **Reaches the word count goal (500 words).**
- **Blends in at least one quotation from the reading with correct citation.** Consider the quote a guidepost as you write your log.
- Ex. "The time was right despite her unwillingness to go" (Homer 43).
- **Does not summarize.**
- **Describes what you think** about the reading because a good log is your response to what you read. Don't be afraid to use phrases like, "I think," "I feel," or "I believe."
- **Is meaningful to your development as a writer.** Consider commenting on how the piece is crafted. The log documents the writer at work as a reader.
- **May include a second quotation if you feel you have fully responded to the first quotation ... try your best to transition smoothly.**

Consider these questions as you learn to write logs:

- ❖ How does the reading relate to other texts you've read (certainly films count as texts)?
- ❖ How does the reading relate to the world around you (historical events, modern events, political issues etc.)?
- ❖ How does the reading relate to you, your life experiences, your emotions, your struggles, your hopes and dreams, etc.?
- ❖ What did you like about what you read? Dislike? Pick specific instances.
- ❖ What writerly moves did you notice and appreciate? (Quote and cite.)
- ❖ Did the reading make you want to learn more about something?